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ABSTRACT

The project conducted research and developed a demonstration model aimed at helping schools and families plan transitions for young children moving from special preschools to less specialized settings including regular preschools and kindergarten. The model's target population consisted of 40 handicapped children (ages 3-5) enrolled in three special preschools in Douglas County, Kansas. Emphasizing the inclusion of family members as active participants in the child's transition, the program includes guidelines to plan transitions for children who have different learning needs and for families who differ in their socio-economic resources. The transition model includes formats for: (1) constructing interagency agreements; (2) communicating between the school and home; (3) involving families in the decision-making process; (4) constructing a program timeline; (5) constructing an individualized transition timeline; (6) identifying local agencies for referral; (7) preparing the child for a change of classrooms and programs; and (8) evaluating the transition component. This document consists of a project summary and three appendixes providing checklists and evaluation instruments, planning guides, interview protocols, teacher and parent surveys, and other representative project materials. (Author/VW)

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HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM DEMONSTRATION PROJECT

Final Report

Grant Number

#G008401758

Total Project/Budget Period

From July 1, 1984 through June 30, 1987.

Title

"Planning School Transitions: Family and Professional Collaboration."

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Project Summary

Priorities

This project responded to the priority and emphasis area identified in the 1984 HCEEP Grant Announcements (CFDA 84.024A):

* Provide or develop models which can successfully group handicapped and nonhandicapped children on a full or part time basis and which are aimed at permitting the entry of handicapped children into the regular school system.

Goals

The major goals for this demonstration project are presented

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below. They reflect an emphasis on integrating the needs of the child, family and school when planning and implementing a child's transition from a special education program to a less restrictive educational environment.

1. Develop a transition model. Develop a model which promotes family and professional collaboration in selecting and coordinating new educational placements for handicapped children.

2. Demonstrate the transition model. Demonstrate the transition-planning procedures developed in the model, using local special education preschools affiliated with the university and public school system to serve as sending sites, and with community programs and public school kindergartens to serve as receiving sites.

3. Disseminate the transition model. Disseminate project information and products to local, regional, state, and national educators through seminars, presentations, inservices, workshops, and articles for publication.

Project Outcomes

Developing a Transition Model. A school transition model was developed which is based on (a) advanced planning and communication, (b) use of an interagency agreement and a transition timeline, and (c) involvement of the family in their child's school transition. The following is a summary of the HCEEP demonstration model. Samples of the materials that were developed are included in Appendix A. The model includes guidelines for:

* selecting a Transition Coordinator. The Transition Coordinator oversees school transitions for a student, classroom, or school, and serves as a central location for transition-related information.

* developing an interagency timeline for programs, as well as adapting a transition timeline for families, preschools, and elementary schools. The interagency timeline is a formal agreement between the sending and receiving schools to coordinate specified transition activities. The transition timeline specifies who is involved in each transition activity, what, when, and where transition activities will occur, and materials that are necessary to complete each activity. The transition timeline can be individualized for a specific student or classroom. (See

Appendix A for Transition Timelines)

* conducting an inservice training session about school transitions. The inservice enables staffs from sending and receiving schools to share ideas about school transitions and coordinate their efforts.

* developing and distributing a resource booklet for identifying potential programs. The resource booklet is a listing of potential receiving programs in the community and includes relevant information about each program. (See Appendix A for Resource Directory guidelines)

* obtaining consent from families to participate in transition-related activities, including forwarding information to other school districts.

* identifying child and family transition goals. (See Appendix A for Transition Planners 1, and 2)

* notifying the elementary school program about students who leave the sending program.

* completing a progress report. The progress report is a summary of all of the assessment information about the child, and can be used to share information with the family and the elementary school personnel prior to the selection of a new classroom. (See Appendix A for Preschool Teacher Prediction of Kindergarten Readiness)

* completing additional assessments. Additional assessments provide other necessary information needed to select an appropriate placement for the student.

* conducting a workshop about school transitions for parents. This workshop may be conducted jointly between the sending and receiving programs to provide information to parents about their child's school transition.

* holding informal and formal placement conferences. Placement conferences serve the purpose of identifying potential and final placements for the child.

* exchanging classroom visits. Classroom visits can allow the parents and child to see potential classrooms and meet potential teachers, enable the preschool teacher to identify skills needed for the next classroom, and enable the kindergarten teacher to adapt the new classroom to meet

a student's needs. (See Appendix A for Classroom Observation Checklist)

* transfering records to the receiving program. Records from the preschool allow the receiving program to plan for the child, and enables the program to provide continuity in the child's educational planning.

* following up home-school communication in the new program. The new home-school arrangements allow both the child and family to adjust to a new situation. (See Appendix A for Transition Planner 3)

* evaluating the transition program. Evaluation allows the Transition Coordinators to get feedback from those involved in school transitions so that improvements can be made the following year. (See Appendix A for Surveys of Transition Practices and Post-transition Scales)

Demonstrating the Model. The target population consisted of 40 young handicapped children, who ranged in age from three to five years old, were enrolled in three special preschools located in Douglas County, Kansas. The preschools were the Language Project Preschool, the Early Intervention Preschool, the Preschool for Children with Learning and Behavior Problems. Children were eligible if they were diagnosed in one or more of the following categories: developmentally delayed, autistic, emotionally disturbed, hard-of-hearing, speech and language impaired, vision impaired, orthopedically or neurologically impaired, or midly to moderately retarded.

The families of the children enrolled in the transition training classrooms also were served by this project. As such, a variety of families evidencing varying needs and circumstances received services and support.

The effectivenss of the model project was assessed by examining the ways in which it:

* promoted the successful placement of children in elementary level classrooms (as measured by follow-up data)

* taught parents to participate/negotiate in selecting satisfactory school placements for their child;

* was viewed, used and adapted by school personnel responsible for the young handicapped child's school placement.

Data were collected with approximately 50 children who made a school transition between 1984 and 1987. Evidence of effectiveness, thus far is as follows:

* All children maintained their original school placement during their first year in the elementary school system.

* The children's teachers were generally satisfied with child performance. Follow-up evaluations were conducted by the teachers quarterly also provided early identification of school related problems, thus facilitating provision of special services on an as needed basis.

* Prior to the provision of transition planning, 50% of parents interviewed expressed anxiety over their child's recent transition. More than 50% of these parents indicated that they were not comfortable with their understanding of what would be involved in transition planning for their child (Johnson, Chandler, Kerns, and Fowler, 1986).

* All parents of children going through a preschool to elementary school transition in our demonstration sites agreed to participate (and did participate) in transition planning. Of the parents interviewed, 80% percent expressed satisfaction with the planning procedures. Ninety percent of the parents said that they would like to participate in selecting (if there was a choice) their child's new program and classroom goals during their child's last year of preschool. (cf., Fowler, et al, in press)

* All parents who participated visited their child's new school and classroom before the first day of class. All parents reported that pretransition visits also benefited their child.

* Of the parents who did not receive transition planning services, more than 80% interviewed indicated they would have preferred more opportunities to plan their child's transition and communicate with their child's preschool and kindergarten teachers prior to, during, and after their child's school transition.

* All kindergarten teachers in the Lawrence, Kansas public schools and all special education preschool teachers in the community agreed to participate in the Kindergarten-

Preschool Teacher Interview for Assessing Skill Expectations. As a result of the interview, many of the teachers volunteered to modify aspects of their curriculum to address skills needed for successful transition into kindergarten by special needs children. (Two articles resulted in part from this interveiw (Rosenkoetter & Fowler, 1986; Hains, Fowler, Schwartz, & Kottwitz, in press.)

* All kindergarten teachers in the Lawrence, Kansas public schools who were recieving handicaoped children from preschool programs agreed to use Part 3 of the Transition Planner, titled "Sharing Information with the New Teacher" with parents of the children. 80% of the teachers and parents indicated the interview was very neloful and that they would use it again. (cf., Fowler, et al., in submission)

* All special education preschool teachers in Lawrence, Kansas are using the Planning transitions steps and timeline. These teachers now have release time to visit kindergarten programs (one of the steps of the timeline).

* Several programs from around the nation have successfully implemented parts of our transition package, based on information they recieved in a national workshop.

Disseminating the Model. Between 1984 and 1987, project materials and other information were disseminated locally, statewide, and nationally through presentations to local and state agencies, local, regional, and national scientific and educational conferences and conventions, articles published in scientific and educational journals, project tours, and inservices. These dissemination efforts covered a wide range of topics, including (a) assessment and evaluation instruments, (b) teacher assessment of kindergarten readiness skills, (c) family involvement in transition planning, and (d) program evaluation. Targeted for these presentations were administrators, teachers, families, soecial educators, representatives from community facilities, universities, and government sponsored facilities. (See Appendix B for a list of workshoo and conference presentations, publications, and consultations)

Teacher's and administrator's comments were collected after inservice presentations provided in the states of Kansas, North Dakota, and Kentucky to determine the areas in which participants perceived change in attitudes or performance. The following is a sample of these comments.

* The need for Transition Programming. Comments such as, "This workshop has given me insight as to what must take place and what my responsibilities are in transition planning," and, "I see now that it's a good idea to carryout (transition planning) throughout the year and to include transition in the IPP" were typical of workshop evaluations.

* Interagency Coordination. Agency personnel typically left workshops with a plan for the development of interagency agreements concerning transition. Comments from administrative and interagency teams have included, "We realized we had no written agreements and plan to start one" and "It helped to have agencies together at the same meeting to vent some frustrations and to improve communications. Procedures were started to build an agreement."

* Family Collaboration in transition programming. Workshop participants often developed a list of procedures they could implement with families to involve them in transition planning such as, "Have parents visit receiving programs," and "review parents' needs and concerns in midwinter and then have someone from the public school talk to our parents," and "allow our parents to participate."

* Program communication and follow-up procedures. Teachers indicated they planned to use each other as a resource in curriculum and goal development, to visit each other's programs, and to communicate prior to and after transition.

APPENDIX A

Transition Timelines

Resource Directory Guidelines

Transition Planners 1, 2, 3

Preschool Teacher Prediction of Kindergarten Readiness

Classroom Observation Checklist

Surveys of Transition Practices

Post-transition Evaluation Scales

PRESCHOOL

A Guide for Planning Preschool
Transition Activities

Child _____ Parents _____

Teacher _____ School _____

Date	Staff	Step
____	____	1. Remind the family about their child's eventual change of schools. Describe the interagency planning process for school transitions.
____	____	2. Obtain the family's written and informed consent to take part in the school's transition events.
____	____	3. Identify the child's and family's transition goals. Construct a timeline for completing these goals.
____	____	4. Provide information to the elementary school Transition Coordinator about the child and family.
____	____	5. Complete a progress report summarizing the child's assessment data, IEP, and school progress.
____	____	6. Review the Transition Planner, the child's home progress, assessment records, and progress report with the family.
____	____	7. Share the assessment data and progress report with the elementary school Transition Coordinator. If additional assessments are necessary, determine which are needed, when they will be done, and who will conduct them.
____	____	8. Complete all additional assessments for the child.
____	____	9. Conduct a workshop aimed at preparing families for their child's transition.
____	____	10. Discuss the child's and family's transition needs at an informal conference. Identify potential placements, special services, and transportation needs. Give the family information about the classrooms their child might attend.
____	____	11. Exchange classroom visits. The preschool teacher may visit potential elementary classrooms and the elementary teachers may observe the child in preschool. The parents may visit

their child's potential classrooms.

_____ _____ 12. Attend a formal placement conference to identify the classroom(s) that the child will attend the next school year.

_____ _____ 13. Encourage the family to visit the elementary classroom and meet the new teacher.

_____ _____ 14. Transfer all appropriate preschool records to the child's new elementary school.

_____ _____ 15. Recommend that the family meet with the elementary school teacher to discuss home-school communication.

_____ _____ 16. Evaluate the success of the child's and family's school transition. Discuss with the elementary school Transition Coordinator how school transitions can be improved during the coming school year.

ELEMENTARY SCHOOL

A Guide for Planning Elementary
School Transition Activities

Child _____ Parents _____

Teacher _____ School _____

Date	Staff	Step
_____	_____	1. Contact preschool to determine if children will be entering elementary school in the coming school year. Send release of information and consent form to the preschool. Request that they have parents sign the form and contact the elementary school program.
_____	_____	2. Obtain information from the preschool Transition Coordinator about each child and family who will be entering the elementary school.
_____	_____	3. Share the current assessment data and progress report from the preschool Transition Coordinator. If additional assessments are necessary, jointly determine which are needed, when they will be done, and who will conduct them.
_____	_____	4. Complete all additional assessments for the child.
_____	_____	5. Conduct a workshop aimed at preparing families for their child's transition.
_____	_____	6. Discuss the child's and family's transition needs at an informal conference. Identify potential placements, special services, and transportation needs. Give the family information about the classrooms their child might attend.
_____	_____	7. Exchange classroom visits. The preschool teacher may visit potential elementary classrooms and the elementary teachers may observe the child in preschool. Encourage parents to visit their child's potential classrooms.
_____	_____	8. Attend a formal placement conference to identify the classroom(s) that the child will attend the next school year.
_____	_____	9. Obtain all appropriate records from the child's preschool.
_____	_____	10. Meet with the child's parents to discuss child needs and communication for the coming school year.
_____	_____	11. Evaluate the success of the child's and family's school transition. Discuss with the preschool Transition Coordinator how school transitions can be improved during the coming school year.

FAMILIES

A Guide for Planning Family
Transition Activities

Child _____ Parents _____

Preschool _____ Teacher _____

Date	Step
_____	1. Learn what transition activities your child's school has planned for the coming school year. Ask for information about your child's school transition and how you can prepare yourself for your child's change of schools.
_____	2. Give written consent for your child to take part in the school's transition events. Learn what records will be sent to the new school.
_____	3. Identify your child's and family's transition goals. Construct a timeline for completing transition goals.
_____	4. Review your child's school progress with the preschool teacher. Share your views about what your child will need from a new program.
_____	5. Find out what assessments and tests are necessary for a school placement decision. Give written consent to have these done by the preschool or elementary school.
_____	6. Attend a workshop aimed at preparing families for school transitions.
_____	7. Discuss your child's and family's transition needs at an informal conference. Identify potential placements, special services, and transportation needs. Get information about classrooms your child might attend.
_____	8. Visit your child's potential classrooms.
_____	9. Attend a formal placement conference to identify the classroom(s) your child will attend the next school year.
_____	10. Visit the elementary classroom and meet the new teacher. Discuss your child's needs and how you will communicate with the elementary school teacher.
_____	11. Evaluate your child's school transition.

RESCOURCE DIRECTORY

The following sections should be included in a booklet which describes in general the school programs within your community and individual kindergarten classrooms within each school.

1. Directory of Schools: school name, address, name of contact person, and telephone number.

2. Map of Schools: show the location of school in the district.

3. Hours of Operation: for each school program and the kindergarten classrooms within each program.

4. Location and Physical Description of School: describe the size of school, where it is located (rural or urban), what significant landmarks it is near, number of classrooms in school, other types of buildings or rooms, and note if the school is accessible to person's with handicaps.

5. Physical Description of Kindergarten Classrooms: describe the location of restrooms, type of seating (tables, desks, floor, etc.), individual cubbies or space, play areas, and note if the class is accessible to person's with handicaps.

6. Services Available: describe services that might be of interest to children or families such as clubs, resource rooms, transportation, day care, meals-snacks, counselling, foriegn language aide, etc. Also describe special services such as availability of speech, occupational, physical therapy, hearing impaired aide, classroom aides, IEPs, etc.

7. Educational Emphasis: describe what skills or academic areas are emphasized such as social, language, math, reading, writing, self care, independence, etc. Include time estimates for areas that are emphasized.

8. Classroom Organization: describe (a) how children with special needs fit into classroom ie., mainstreamed, segregated, or mixed; (b) how students are grouped ie., by same or different skill level, large, small groups, or individual instruction; (c) how learning pace is determined ie., self paced, teacher paced; (d) teacher/child ratio in classroom and in specific groupings; (e) seating arrangements ie., students travel to learning centers or remain in one area for academic learning; and (f) homework ie., how much is typically given, how often is it given, etc.

9. Grading and Promotion: describe which educational areas are most important, whether teacher judgement, testing, unit mastery, etc. are used, and how often students are evaluated.

10. Parent Involvement: desribe parent responsibilities and options such as PTO/PTA meetings, parent/teacher meetings, help in class or school, help with homework, volunteer, ability to observe, etc.

11. Parent/Teacher Communication: the describe general frequency of contact (monthly, daily, as needed, weekly, etc.); the type of contact (notes, phone calls, meetings, etc.); and who should initiate contact (teacher, parent, both).

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Phase One: Planning the Transition
Directions for Family Members

Your child will be leaving preschool and moving on to a new classroom and school program next fall. The process of moving from one program to another is called transition and transitions involve many changes for your child and your family. Planning for transition during your child's last year in preschool will help make the transition smoother for your child, your family, and school personnel. There are many decisions to make when planning for transitions. For example, you and the preschool may want to develop some goals to work on this year that will help prepare your child for transition to a new program. There will also be decisions to make about the new program your child may attend.

This assessment will help you and your family decide how much you want to be involved in planning for your child's transition and working on transition related goals. It will help you think about the types of information you and your family would like about transitions and transition planning. It will also help you and your child's preschool teacher identify some goals that will prepare your child and family for transition. These goals may be worked on at home and/or in the preschool classroom.

The questions on this assessment ask you to decide how important different items are for your child and for you and your family. Some questions will ask you to choose the three items that are most important to you and your family. Others questions will leave space for you to comment or talk about important items. There is a space at the end of the planner for you to make additional comments or notes. Do you have any questions before we start?

Phase 1: Planning the Transition

1. Who in your family will be involved in transition planning for your child?

2. Is there someone else who will be involved in transition planning besides yourself and your family such as friends, neighbors, etc.?

3. INFORMATION NEEDS

A. What types of information would you like about transition? Please circle the number next to each item to show how important it is for your child and/or family.

I would like to learn about:

		not applicable	not important	somewhat important	very important
_____ 1.	What skills my child will need to know in school next year. . . .	NA	1	2	3
_____ 2.	Some of the differences between preschool and public school programs	NA	1	2	3
_____ 3.	Assessment and Testing for transition	NA	1	2	3
_____ 4.	Legal rights about testing, records, and my childs educational program.	NA	1	2	3
_____ 5.	How preschool and public school personnel will be involved in transition	NA	1	2	3
_____ 6.	Talking to my child's new teacher and other professionals.	NA	1	2	3
_____ 7.	Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

4. HOW DO YOU WANT TO LEARN OR RECEIVE INFORMATION?

A. Please circle the number next to each item to show how important it is for your child and your family.

I would like to get information by:

		not applicable	not important	somewhat important	very important
_____ 1.	Talking to my child's teacher . .	NA	1	2	3
_____ 2.	Talking to other parents.	NA	1	2	3
_____ 3.	Talking to my child's therapist .	NA	1	2	3
_____ 4.	Attending workshops or meetings .	NA	1	2	3
_____ 5.	Reading written materials.	NA	1	2	3
_____ 6.	Observing in the classroom. . . .	NA	1	2	3
_____ 7.	Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

5. FAMILY INVOLVEMENT

A. There are many ways that families can be involved in transition, but it's important to remember that families are very busy. This list shows some of the ways families might be involved in the transition process. Please circle the number next to the items that you and your family want to be involved in and have the time for.

I would like to:

		not applicable	not important	somewhat important	very important
_____ 1.	Take responsibility for the transition process	NA	1	2	3
_____ 2.	Share responsibility for the transition process with professionals.	NA	1	2	3
_____ 3.	Have professionals handle all aspects of the transition process and keep me informed	NA	1	2	3
_____ 4.	Help select goals that will help prepare my child for transition. .	NA	1	2	3
_____ 5.	Work with my child at home to help prepare him/her for transition . .	NA	1	2	3
_____ 6.	Help keep track of my child's progress at home	NA	1	2	3
7.	Attend meetings to plan for my child's trasnsition.	NA	1	2	3
_____ 8.	Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

6. TRANSITION RELATED GOALS

A. Many of the goals your child is working on in preschool will help make the transition between programs easier. However, it may be helpful to specify a few goals that you or your child's preschool might work on to specifically plan for your child's transition. Please circle the number next to each item to show how important you feel each item is.

I would like my family or the preschool to:

Family	Preschool		not applicable	not important	somewhat important	very important
_____	_____	1. Talk to my child about leaving preschool and starting a new program . . .	NA	1	2	3
_____	_____	2. Show my child the new school and introduce my child to the new teacher.	NA	1	2	3
_____	_____	3. Invite neighboorhood children children to play with my child (so my child learns to make new friends	NA	1	2	3
_____	_____	4. Teach my child to use restrooms independently. . .	NA	1	2	3
_____	_____	5. Teach my child to ask for information or assistance when needed.	NA	1	2	3
_____	_____	6. Teach my child to take care of possessions such as coat, papers, and school supplies.	NA	1	2	3
_____	_____	7. Teach my child to independently entertain or occupy him/herself. . . .	NA	1	2	3
_____	_____	8. Discuss classroom rules and procedures with my child . .	NA	1	2	3
_____	_____	9. Teach my child to follow directions	NA	1	2	3
_____	_____	10. Teach my child to respond to warning words such as stop, no, don't, etc..	NA	1	2	3
_____	_____	11. Teach my child to share toys and materials with peers . .	NA	1	2	3
_____	_____	12. Other _____				
		_____	NA	1	2	3

B. Now please look at the items you've identified as important and choose (with your child's preschool teacher) three goals that the preschool will work on this year by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

7. There may be some things that you and your family can do to help prepare your child for transition. However, it is important to remember that families are busy. Many families set aside 30 minutes to an hour per day to work with their children on home and school goals. Some families have more and some have less time to work with their children. If you plan to work with your child at home, how much time each week do you have?

8. Now please look at the items you've identified as important from question six and choose the three most important items that your family can work on at home by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

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Phase Two: Finding the Right Program
Directions to Family Members

One part of transition planning involves making decisions about the new program or classroom that your child will attend. In some school districts there may be two or more program options or there may be a choice of time of day your child will attend the new program: for instance, morning, afternoon, or full day. There also may be decisions to make about the types of special services your child might need and about issues that are important to your child and family.

This assessment will help you decide how much you want to be involved in making decisions about your child's new program. It will also help you think about what is important to you, your child, and family when making decisions about a new school and classroom such as the availability of special services or transportation. It's important to remember that not all of the items you might list as important can be changed: for example, the number of children in your child's class may be set by the school district.

At the end of the assessment you can begin a checklist that lists what you want to know about the new school program. You can use this checklist to:

1. Observe different classrooms when more than one program option exists,

2. Identify items that you and school personnel should consider when making decisions about the new program, such as special services, time of program, transportation, etc.,

3. Observe your child's new classroom after it has been selected, and

4. List questions you would like to ask the new teacher or information you would like about the new program.

The questions on this assessment will ask you to decide how important different items are for your child and for you and your family. Some questions will ask you to choose the three items that are most important to you and your family. Other questions leave space for you to comment or talk about important items. Do you have any questions before we start?

Finding the Right Program

1. INFORMATION NEEDS

A. What types of information would you like to learn that might help in choosing a new program or making decisions about the new school and classroom? Please circle the number next to each item to show how important it is.

I would like learn about:

		not applicable	not important	somewhat important	very important
_____ 1.	The options for placement available in my school district . .	NA	1	2	3
_____ 2.	The types of classrooms my child may attend.	NA	1	2	3
_____ 3.	The different schools my child may attend.	NA	1	2	3
_____ 4.	Special services in the new programs.	NA	1	2	3
_____ 5.	The skills and behaviors needed for success in each program	NA	1	2	3
_____ 6.	Procedures for determining grade school placement and parent involvement those decisions	NA	1	2	3
_____ 7.	The differences between preschool and public school programs.	NA	1	2	3
_____ 8.	Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), or third (3).

2. FAMILY INVOLVEMENT

A. There are many ways that families can be involved in making decisions about the new school and classroom, but it's important to remember that families are very busy. This list shows some of the ways you might be involved in finding the right program for your child. Please circle the number next to the items that you have time for and want to be involved in.

I would like to:

		not applicable	not important	somewhat important	very important
_____ 1.	Take responsibility for transition-related decisions . . .	NA	1	2	3
_____ 2.	Share responsibility for transition-related decisions with professionals	NA	1	2	3
_____ 3.	Have professionals handle all aspects of the transition process and keep me informed	NA	1	2	3
_____ 4.	Participate in decision planning meetings.	NA	1	2	3
_____ 5.	Visit the schools and classes my child may attend	NA	1	2	3
_____ 6.	Contact the school to make appointments for my child to visit the new school and class he/she will be in next fall	NA	1	2	3
_____ 7.	Help identify my child's needs for a new program	NA	1	2	3
_____ 8.	Help identify special services my child may need in a new program	NA	1	2	3
_____ 9.	Other _____ _____ . . .	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

3. WHAT IS IMPORTANT ABOUT THE SCHOOL PROGRAM?

A. This list contains some things that might be important to you when looking at new school programs. Please circle the number next to the item to show how important it is.

I would like to find out if the school program:

		not applicable	not important	somewhat important	very important
_____ 1.	Is within walking distance or provides transportation	NA	1	2	3
_____ 2.	Has a philosophy on education and discipline similar to mine. . .	NA	1	2	3
_____ 3.	Provides parent programs such as PTO/PTA meetings.	NA	1	2	3
_____ 4.	Provides chances for parents help with classroom activities. . .	NA	1	2	3
_____ 5.	Provides special education services.	NA	1	2	3
_____ 6.	Will allow me to talk with teachers and principals when necessary . . .	NA	1	2	3
_____ 7.	Will have opportunities for children with handicaps to play with children without handicaps	NA	1	2	3
_____ 8.	Will encourage and help me work with my child at home	NA	1	2	3
_____ 9.	Will review my child's progress and class placement when needed . .	NA	1	2	3
_____ 10.	Encourages participation at IEP or parent/teacher meetings.	NA	1	2	3
_____ 11.	Has a good reputation	NA	1	2	3
_____ 12.	Provides child care before or after school.	NA	1	2	3
_____ 13.	Requires costs for books, materials, and extra curricular activities . .	NA	1	2	3
_____ 14.	Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

4. WHAT IS IMPORTANT ABOUT YOUR CHILD'S NEW TEACHER?

A. This list contains some things that you might consider important when making decisions about a new program. Please circle the number next to each item to show how important it is.

I would like to find out:

		not applicable	not important	somewhat important	very important
_____ 1.	If the teacher has experience working with children who have special needs	NA	1	2	3
_____ 2.	What skills are emphasized in the classroom curriculum	NA	1	2	3
_____ 3.	If the teacher is willing to change schedules and classroom space to meet the needs of children.	NA	1	2	3
_____ 4.	If the teacher adjusts rules and language to meet the needs of children in the classroom	NA	1	2	3
_____ 5.	If the teacher is able to individualize work to meet the needs of children in the classroom. . . .	NA	1	2	3
_____ 6.	How the teacher lets children know what is expected of them.	NA	1	2	3
_____ 7.	How the teacher rewards good behavior.	NA	1	2	3
_____ 8.	How the teacher disciplines	NA	1	2	3
_____ 9.	If the teacher will communicate with my child's preschool teacher about my child's program.	NA	1	2	3
_____ 10.	If the teacher will communicate with aides and therapists about my child's program	NA	1	2	3
_____ 11.	How the teacher will communicate with me	NA	1	2	3
_____ 12.	Other _____ _____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

5. WHAT CLASSROOM ACTIVITIES AND ROUTINES ARE IMPORTANT?

A. This list contains some things that might be important about the activities and routines in a new classroom. Please circle the number next to the item to show how important each item is to you or for your child.

I would like to find out if the classroom allows:

		not applicable	not important	somewhat important	very important
_____ 1.	Time for individual instruction . .	NA	1	2	3
_____ 2.	Time for small group instruction: children with **similar** abilities in one group.	NA	1	2	3
_____ 3.	Time for small group instruction: children with **different** abilities in one group.	NA	1	2	3
_____ 4.	Time for large group instruction. .	NA	1	2	3
_____ 5.	Snacks and lunch if appropriate . .	NA	1	2	3
_____ 6.	Access to adaptive physical education (P.E.).	NA	1	2	3
_____ 7.	Access to activities such as music, art, and library.	NA	1	2	3
_____ 8.	Access to resource room where children receive academic help. . .	NA	1	2	3
_____ 9.	Movement by children to different parts of the room (learning centers) for activities	NA	1	2	3
_____ 10.	Special occasion activities and field trips	NA	1	2	3
_____ 11.	Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

6. WHAT IS IMPORTANT ABOUT THE OTHER CHILDREN IN YOUR CHILD'S NEW PROGRAM?

A. This list contains some things that you might consider important about the other children in your child's new program. Please circle the number next to each the item to show how important it is.

I would like to find out if there are children:

		not applicable	not important	somewhat important	very important
_____ 1.	With special needs.	NA	1	2	3
_____ 2.	Without special needs	NA	1	2	3
_____ 3.	That my child knows	NA	1	2	3
_____ 4.	Who can help my child	NA	1	2	3
_____ 5.	My child can help	NA	1	2	3
_____ 6.	My child can be friends with. . . .	NA	1	2	3
_____ 7.	From backgrounds that are different from my child's	NA	1	2	3
_____ 8.	From backgrounds that are the same as my child's.	NA	1	2	3
_____ 9.	From my family in the same school (brothers and sisters, etc.). . . .	NA	1	2	3
_____ 10.	Other _____				
	_____ . . .	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

7. WHAT IS IMPORTANT ABOUT THE CLASSROOM?

A. This list contains some things that you might consider important when looking at your child's new classroom. Please circle the number next to the item to show how important it is.

I would like to know:

		not applicable	not important	somewhat important	very important
_____ 1.	How many adults and children are in the classroom.	NA	1	2	3
_____ 2.	If the classroom materials are adaptable for children with special needs	NA	1	2	3
_____ 3.	If boys and girls use seperate restrooms and where they are located	NA	1	2	3
_____ 4.	How long the class sessions are . .	NA	1	2	3
_____ 5.	What the basic rules and procedures of the classroom are.	NA	1	2	3
_____ 6.	Who gives medication when necessary	NA	1	2	3
_____ 7.	What self care skills children are expected to do independently. . . .	NA	1	2	3
_____ 8.	What personal belonging my child is expected to bring and where they will be kept.	NA	1	2	3
_____ 9.	If the classroom is accesible to physically handicapped students . .	NA	1	2	3
_____ 10.	If there is a posted schedule that tend to be followed each day. . . .	NA	1	2	3
_____ 11.	Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

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Phase Three: Sharing Information in the New Program
Directions for Family Members

Your child is now attending a new school program and classroom. Many decisions have been made over the past year and more will be made this year and in years to come. It's important that these decisions be made thoughtfully and with open communication between yourself and educators. This will help make transitions easier for your family and your child.

This assessment will help you and your child's new teacher share information about child needs, family needs, and teacher needs. It will help you and your child's teacher set goals for your child at home and in the classroom, talk about your involvement, and set up a communication schedule that considers both your time and the teachers time (remember, teachers are busy too!).

The questions on this assessment ask you to decide how important different items are for your child and for you and your family. Some questions will ask you to choose the three items that are most important. Other questions leave space for you to comment or talk about important items. There will be additional space at the end of the planner for you to write comments or questions. Do you have any questions before we start?

Phase 3: Sharing Information in the New Program

1. What are some of the things you liked about your child's preschool program?

2. What are some of the things your child liked about preschool?

3. INFORMATION NEEDS

A. What types of information do you feel you need about your child's new program? Please circle the number next to each item to show how important it is.

I would like to learn about:

		not applicable	not important	somewhat important	very important
_____	1. Assessment and testing.	NA	1	2	3
_____	2. What skills are important for my child to know now	NA	1	2	3
_____	3. What skills my child will be learning this year.	NA	1	2	3
_____	4. Legal rights about testing, records, and IEP meetings.	NA	1	2	3
_____	5. School PTO/PTA meetings	NA	1	2	3
_____	6. The new classroom: the teacher other children, size, etc	NA	1	2	3
_____	7. Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

4. HOW DO YOU WANT TO LEARN OR RECEIVE THIS INFORMATION?

A. Please circle the number next to each item to show how important it is.

I would like to get information by:

		not applicable	not important	somewhat important	very important
_____ 1.	Talking to my child's teacher . . .	NA	1	2	3
_____ 2.	Talking with other parents.	NA	1	2	3
_____ 3.	Talking with my child's therapist .	NA	1	2	3
_____ 4.	Attending workshops or meetings . .	NA	1	2	3
_____ 5.	Reading written materials	NA	1	2	3
_____ 6.	Observing in the classroom.	NA	1	2	3
_____ 7.	Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

5. FAMILY INVOLVEMENT

A. There are many ways that families can be involved in transition and their child's program, but it's important to remember that families are very busy. This list shows some of the ways you might be involved in the transition process. Please circle the number next to the items that you have time for and want to be involved in.

I would like to:

		not applicable	not important	somewhat important	very important
_____ 1.	Share responsibility with professionals about transition and my child's program.	NA	1	2	3
_____ 2.	Have professionals handle all aspects of transition and my child's program and keep me informed	NA	1	2	3
_____ 3.	Attend parent/teacher meetings. . .	NA	1	2	3
_____ 4.	Offer suggestions about my child's needs and abilities	NA	1	2	3
_____ 5.	Help select program goals	NA	1	2	3
_____ 6.	Work with my child at home.	NA	1	2	3
_____ 7.	Help keep track of my child's progress at home.	NA	1	2	3
_____ 8.	Help in the classroom as needed . .	NA	1	2	3
_____ 9.	Observe in the class if possible. .	NA	1	2	3
_____ 10.	Attend parent groups & meetings such as PTA/PTO	NA	1	2	3
_____ 11.	Other _____				
	_____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

6. If you plan to work with your child at home how much time per week do you have to work with your child?

7. Are there specific things that you want to work on at home with your child? List up to three skills or skill areas.

_____

_____

_____

8. Are there specific things that you do want to work on at home with your child? Please comment.

9. COMMUNICATION NEEDS

A. Both teachers and families are very busy and may find it difficult to make time to communicate with each other. Yet, both want to share information with each other. It is helpful to know how often and in what ways you can communicate with your child's teacher. The teacher can then let you know how often he or she can communicate and what ways are best. This list shows some of the ways you might communicate with each other. Please check how often you want to communicate with your child's new teacher in each category.

I prefer to communicate through:

				BEST TIMES	
				PARENT	TEACHER
1. Telephone calls					
_____ weekly	_____ monthly	_____ as needed		_____	_____
2. Informal meetings					
_____ weekly	_____ monthly	_____ as needed		_____	_____
3. Notes					
_____ weekly	_____ monthly	_____ as needed		_____	_____
4. Parent/teacher conferences and Report Cards					
_____ weekly	_____ monthly	_____ as needed		_____	_____
_____ quarterly					
5. Newsletters					
_____ weekly	_____ monthly	_____ as needed		_____	_____

B. Now please summarize how you will communicate

1. _____

2. _____

3. _____

10. What types of things does your child enjoy learning?

11. What things seem the easiest for you child to learn?

12. What things seem the most difficult for your child to learn?

13. Children may learn things in different ways. How does your child learn best?

_____ In a large group _____ In a small group

_____ Individual instruction

_____ By watching _____ By listening

_____ By doing

14. WHAT IS IMPORTANT FOR YOUR CHILD TO LEARN IN THE CLASSROOM?

A. This list contains some things that might be important to you about your child's curriculum or learning goals this year. Please circle the number next to each item to show how important it is for your child.

I would like my child to learn:

		not applicable	not important	somewhat important	very important
_____ 1.	Basic concepts: colors, shapes numbers, etc.	NA	1	2	3
_____ 2.	Prereading and reading skills . . .	NA	1	2	3
_____ 3.	To use a pencil and scissors. . . .	NA	1	2	3
_____ 4.	To listen and follow directions . .	NA	1	2	3
_____ 5.	To share and play with others . . .	NA	1	2	3
_____ 6.	More communication skills	NA	1	2	3
_____ 7.	Confidence and independence	NA	1	2	3
_____ 8.	To work on tasks independently. . .	NA	1	2	3
_____ 9.	To climb, run, and jump, etc. . . .	NA	1	2	3
_____ 10.	Self care: toileting, feeding, dressing, etc	NA	1	2	3
_____ 11.	To follow class routines & rules. .	NA	1	2	3
_____ 12.	Creative skills such as music and arts and crafts	NA	1	2	3
_____ 13.	Other _____ _____	NA	1	2	3

B. Now please choose the three most important items by marking the blank spaces next to the numbers as first (1), second (2), and third (3).

15. Sometimes children who receive special services, receive them during class time and may miss class activities. This list contains class activities. Please check any activities that you do not want your child to miss if your child receives special services

_____ Music _____ Reading _____ Self Help _____ Free Time

_____ Library _____ Writing _____ Art _____ Math

_____ P. E. _____ Concepts: colors, shapes, numbers, etc.

16. List three skills that your child was working on in preschool that you want to see him/her continue to work on in the new program.

_____

_____

_____

17. Has it been easy or hard for your child or your family to make the change to a new program?

18. Can you think of anything you or the new teacher can do to help your child or your family in the new program?

Please list comments or notes

PRESCHOOL TEACHER PREDICTION OF KINDERGARTEN READINESS

Child_____ Teacher_____

Classroom_____ Date_____

HOW WELL DO YOU EXPECT THIS CHILD TO PERFORM NEXT YEAR IN THE FOLLOWING AREAS:

CHILD PERFORMANCE AREA	Poor	Fair	Average	Well	Outstanding
1. Academic Skills. . . . . (Comprehension, memory, visual and auditory discrimination reasoning, learning, concept knowledge: e.g., letters, numbers, colors, shapes)	1	2	3	4	5
2. Independent Work Skills. . . . . (Working with minimal teacher assistance, attending to task, completes task neatly, correctly, and on time)	1	2	3	4	5
3. Following Directions . . . . . (Follows instructions to group, complies with individual directions, responds to directions within a reasonable period of time)	1	2	3	4	5
4. Transitions. . . . . (Stays engaged in transition activity, e.g., clean-up, locates and returns materials when finished, stays in line when moving to next area)	1	2	3	4	5
5. Communication. . . . . (Communicates needs and preferences, understands language, speaks intelligibly with few errors, expresses ideas, has adequate vocabulary)	1	2	3	4	5
6. Social Development . . . . . (Interacts with children and adults, shares, plays appropriately, expresses affection, emotions, and feelings appropriately)	1	2	3	4	5
7. Fine Motor/Perceptual Motor. . . . . (Copying, cutting, drawing, writing, pasting)	1	2	3	4	5
8. Gross Motor. . . . . (Walking, running, hopping, balancing)	1	2	3	4	5
9. Classroom Conduct. . . . . (Behaves appropriately)	1	2	3	4	5
10. Self-Care. . . . . (Toileting, washing, grooming, dressing, eating)	1	2	3	4	5
11. Maturity. . . . . (Child displays appropriate maturity)	1	2	3	4	5

	NOT READY	SOMEWHAT READY	READY
12. Expected Readiness for Next Grade. . . . . (Based on current school performance)	1	2	3

CLASSROOM OBSERVATION CHECKLIST

Parent _____ Child _____

School _____ Teacher _____

Principal _____ Date _____

Follow-up Date _____ Follow-up Time _____

INSTRUCTIONS

THIS CHECKLIST IS PROVIDED to help you learn about your child's elementary school program. After you have completed the information above, use the left column on the other side of this form to list what you are interested in observing when you visit a potential program for your child to attend next fall. Remember to look at the Transition Planner to list the things you considered most important in a new classroom for your child. You may use the space in the right column to make notes (such as differences between your child's preschool and elementary school) on your observations.

CONSIDER THE FOLLOWING tips before and during your classroom visit:

1. Telephone the school to learn the best time you can visit the classroom. Some times are better than others for the classroom teacher. When making an appointment, tell the teacher your name and why you want to visit the classroom.

2. Be prompt to your appointment.

3. When you arrive at the school, go to the main office so that school officials will know you are in the building.

4. Find out from the teacher what is expected of visitors in the classroom. That is, where to sit, who you can talk to, how long you can stay, and whether you can interact with the students.

5. Show this checklist to the teacher and tell him or her you will use it so that you can remember what you saw during your visit.

6. Use the right column of the Observation Checklist to note questions you want to ask the teacher. Be sure to note some of the differences between your child's preschool and this classroom. Also think about how these differences might affect your child.

7. When you are finished observing the classroom, set a time with the teacher so that you may discuss any questions you have. The teacher might not be able to talk to you while class is in session. However, if you have questions or concerns, it is important to talk about them. Consider a telephone call or a later meeting.

8. If you observe a classroom late in the schoolyear, remember that the students will be able to do many things not expected of students at the beginning of the schoolyear.

ELEMENTARY SCHOOL SURVEY OF TRANSITION PRACTICES

by

Johnson, Chandler, Kerns, Fowler

Teacher _____ School _____ Date _____

1. Do you teach a: (Please check one)

   (a) _____ Regular classroom?
   (b) _____ Mainstreamed classroom?
   (c) _____ Special classroom?
   (d) _____ Special classroom with nonhandicapped students?

2. Do you have formal list of transition steps that you use each year for incoming students?

   (a) _____ Yes.
   (b) _____ No.

3. When do you begin transition planning for incoming students?

4. When do you begin talking to parents about school transitions?

5. Who in your school is responsible for transition planning?

   (a) ____ Teacher.
   (b) ____ Administrator.
   (c) ____ Other (aide, parent, therapist, social worker, volunteer).

6. How do you communicate to parents about school transitions?

   (a) ____ Informal contact at school.
   (b) ____ Formal parent-teacher conferences or IEP meeting.
   (c) ____ Other (Newsletter, notes to and from home, parent group).

7. Do you typically:

   (a) ____ Encouraging parents to visit your classroom?
   (b) ____ Involve parents in your classroom activities?
   (c) ____ Give information about your classroom to parents?
   (d) ____ Suggest transition-related activities to parents?
   (e) ____ Involve parents in setting transition-related goals?

PRESCHOOL SURVEY OF TRANSITION PRACTICES

Teacher _____ School _____ Date _____

1. Is your classroom a:

   (a) ____ Regular preschool?
   (b) ____ Mainstreamed preschool?
   (c) ____ Special preschool?

2. Do you have a formal list of transition steps that you use each year for your graduating students?

   (a) ____ Yes.
   (b) ____ No.

3. Who in your school is responsible for transition planning?

   (a) ____ Teacher.
   (b) ____ Administrator.
   (c) ____ Other (aide, parent, therapist, social worker, volunteer).

4. How do you communicate to parents about school transitions?

   (a) ____ Informal contact at school.
   (b) ____ Formal parent-teacher conferences or IEP meeting.
   (c) ____ Other (Newsletter, notes to and from home, parent group).

5. Do you typically:

   (a) ____ Encourage parents to visit their child's new classroom?
   (b) ____ Involve parents in your classroom activities?
   (c) ____ Give information about new programs to parents?
   (d) ____ Suggest transition-related activities to parents?
   (e) ____ Involve parents in setting transition-related goals?

6. Do you use any of the following methods to orient your graduating students to a new classroom?

   (a) ____ Special homework.
   (b) ____ Orient the child towards a kindergarten curriculum.
   (c) ____ Special or individualized instruction.
   (d) ____ Group activities.
   (e) ____ Special attention from an aide or volunteer.

7. When do you begin transition planning for graduating students?

FAMILY SURVEY OF TRANSITION PRACTICES

Parent _____ Child _____ Date _____

1. In the past year, did your child attend: (Check all that apply)

   (a) ____ Regular preschool?
   (b) ____ Mainstreamed preschool?
   (c) ____ Special preschool?

2. Is your child attending: (Check all that apply)

   (a) ____ Regular elementary school classroom?
   (b) ____ Mainstreamed elementary school classroom?
   (c) ____ Special elementary school classroom?

3. When did you begin to plan your child's school transition?

4. When should other families begin planning their child's school transition?

5. Who was responsible for your child's transition planning at preschool?

   (a) ____ Teacher.
   (b) ____ Administrator.
   (c) ____ Other (aide, parent, therapist, social worker, volunteer).

6. How did you get information about your child's transition at preschool?

   (a) ____ Informal contact at school.
   (b) ____ Formal parent-teacher conferences or IEP meeting.
   (c) ____ Other (Newsletter, notes to and from home, parent group).

7. Did your child's preschool teacher:

   (a) ____ Encourage you to visit your child's new classroom?
   (b) ____ Involve you in preschool classroom activities?
   (c) ____ Give you information about classrooms your child might attend?
   (e) ____ Suggest activities to prepare your child for the transition?
   (f) ____ Involve you in setting transition goals?

8. How often did you talk to your child's preschool teacher about school transitions?

   (a) ____ None.
   (b) ____ 1 time.
   (c) ____ 2 times.
   (d) ____ 3 or more times.

POST-TRANSITION CHILD ADJUSTMENT SCALE

Parent _____ Child _____ Date _____

Listed below are some aspects of your child's elementary school that might have changed since preschool. This questionnaire asks you to show how easy or difficult it was for your child to adjust in the elementary school.

Please circle the number that best describes how easy or difficult it was for your child to adjust to each item on the following list. Circle NA (Not Applicable) if there was no difference between preschool and elementary school.

MY CHILD'S ADJUSTMENT TO THE:	Was Difficult ⟨---------⟩ Was Easy					
1. Adults in the elementary classroom.	NA	1	2	3	4	5
2. NUMBER of adults in the elementary classroom.	NA	1	2	3	4	5
3. Students in the elementary classroom.	NA	1	2	3	4	5
4. NUMBER of students in the elementary classroom.	NA	1	2	3	4	5
5. Elementary teacher's expectations for my child.	NA	1	2	3	4	5
6. Classroom routines.	NA	1	2	3	4	5
7. Classroom learning materials.	NA	1	2	3	4	5
8. New classropm rules.	NA	1	2	3	4	5
9. Special services, such as therapy.	NA	1	2	3	4	5
10. New transportation arrangements to and from school.	NA	1	2	3	4	5

Bureau of Child Research
University of Kansas

POST-TRANSITION FAMILY ADJUSTMENT SCALE

Parent _____ Child _____ Date _____

Listed below are some aspects of your child's elementary school that might have changed since preschool. This questionnaire asks you to show how easy or difficult it was for your family to adjust to the elementary school.

Please circle the number that best describes how easy or difficult it was for your family to adjust to each item on the following list. Circle NA (Not Applicable) if there was no difference between preschool and elementary school.

MY FAMILY'S ADJUSTMENT TO THE:	Was Difficult (----------) Was Easy					
1. Elementary school staff.	NA	1	2	3	4	5
2. Elementary school teacher's expectations for my child.	NA	1	2	3	4	5
3. Elementary school teacher's expectations for my family.	NA	1	2	3	4	5
4. New communication levels with my child's elementary teacher.	NA	1	2	3	4	5
5. Elementary school's policies and procedures.	NA	1	2	3	4	5
6. Elementary school's schedule.	NA	1	2	3	4	5
7. Special services for my child at elementary school.	NA	1	2	3	4	5
8. Transportation arrangements for my child to and from school.	NA	1	2	3	4	5
9. Absence of my child's preschool teacher at school.	NA	1	2	3	4	5
10. Reactions of my child to the program change.	NA	1	2	3	4	5

Bureau of Child Research
University of Kansas

POST-TRANSITION INFORMATION SCALE

Parent _____ Child _____ Date _____

Listed below are some types of information you might have had during your child's transition from preschool to elementary school. This questionnaire asks you to show how helpful each type of information was to you during this period.

Please circle the number that best describes how helpful or unhelpful each item was in your decision-making. Circle NA (Not Applicable) if the information was not available to you during your child's school transition.

INFORMATION I RECEIVED ABOUT:	Was Unhelpful (----------) Was Helpful				
1. The programs available for my child to attend.	NA	1	2	3	4	5
2. How my child's classroom would be selected.	NA	1	2	3	4	5
3. My child's elementary school teacher.	NA	1	2	3	4	5
4. The other children in my child's new classroom.	NA	1	2	3	4	5
5. Skills my child would need in the new classroom.	NA	1	2	3	4	5
6. The differences between my child's preschool and elementary school programs.	NA	1	2	3	4	5
7. The elementary school's policies and procedures.	NA	1	2	3	4	5
8. My child's special services at the elementary school.	NA	1	2	3	4	5
9. Parent and family involvement in my child's school transition.	NA	1	2	3	4	5
10. Parent groups at the elementary school.	NA	1	2	3	4	5

POST-TRANSITION FAMILY RESOURCE SCALE
by
Johnson, Chandler, Kerns, Fowler

Parent _____ Child _____ Date _____

Listed below are some resources you may have used during your child's school transition from preschool to elementary school. This questionnaire asks you to show how helpful each resource was to you during your child's transition.

Please circle the number that best describes how helpful or unhelpful each item was in your decision-making. Circle NA (Not Applicable) if the information WAS NOT available to you during your child's school transition.

	THIS RESOURCE WAS: Unhelpful <----------> Helpful					
1. Information from tests and assessments.	NA	1	2	3	4	5
2. The Transition Planner.	NA	1	2	3	4	5
3. Materials that gave information about the new school district (such as newsletters or handouts).	NA	1	2	3	4	5
4. Meetings or conferences where we talked about my child's school transition.	NA	1	2	3	4	5
5. Visits to the elementary school (such as open house or kindergarten roundup).	NA	1	2	3	4	5
6. Workshops or parent group meetings.	NA	1	2	3	4	5
7. Parent-teacher conferences.	NA	1	2	3	4	5
8. Classroom observations.	NA	1	2	3	4	5
9. My child's preschool teacher.	NA	1	2	3	4	5
10. My child's elementary school teacher.	NA	1	2	3	4	5
11. Family members.	NA	1	2	3	4	5
12. Neighbors and friends.	NA	1	2	3	4	5
13. Parents of other children.	NA	1	2	3	4	5
14. Other professionals (therapist, physician, social service worker).	NA	1	2	3	4	5

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POST-TRANSITION FAMILY SATISFACTION SCALE

Parent _____ Child _____ Date _____

Please circle the number that best describes your level of satisfaction with the following items during your child's transition from preschool to elementary school. Circle NA (Not applicable) if the item does not apply.

ARE YOU SATISFIED OR UNSATISFIED WITH:

	Unsatisfied ⟨----------⟩ Satisfied					
1. When you began planning your child's school transition?	NA	1	2	3	4	5
2. Your child's classroom options at elementary school?	NA	1	2	3	4	5
3. Visits you and your child made to the elementary school before school started?	NA	1	2	3	4	5
4. Your child's readiness to make a school transition?	NA	1	2	3	4	5
5. Your child's adjustment to elementary school?	NA	1	2	3	4	5
6. Your family's adjustment to your child's new program?	NA	1	2	3	4	5
7. The way your child's preschool and elementary teachers shared information about your child?	NA	1	2	3	4	5
8. The support you received from during your child's transition?	NA	1	2	3	4	5
9. Decisions YOU made regarding your child's transition?	NA	1	2	3	4	5
10. Decisions OTHERS made regarding your child's transition?	NA	1	2	3	4	5

APPENDIX B

Workshop and Conference Presentations

Publications

Consultations

Workshop and Conference Presentations
during HCEEP funding period:
1984--1987

1. Fowler, S. A., & Hains, A. H. (1984, October). A transition planning model: From preschool to kindergarten. Workshop presented at the Kansas Division for Early Childhood Conference, Wichita KS. (Audience of 50).

2. Fowler, S. A., Johnson, T. E., & Rosenkoetter, S. E. (1985, March). Strategies for planning transitions from institutional programs to community based educational programs. Workshop presented at the Kansas CMR, Topeka, KS. (Audience of 40).

3. Fowler, S. A., & Hains, A. H. (1985, April). Planning preschool to kindergarten transitions for children with special needs. Workshop presented at The Midwest Association for the Education of Young Children, Des Moines, IA. (Audience of 35).

4. Chandler, L. K., & Kerns, G. M. (1985, April). Individualizing parent involvement in transition programs. Workshop presented at The Midwest Association for the Education of Young Children, Des Moines, IA. (Audience of 3).

5. Rosenkoetter, S. E. (1985, April). How to structure activity changes. Workshop presented at The Midwest Association for the Education of Young Children, Des Moines, IA. (Audience of 35).

6. Fowler, S. A., & Hains, A. H. (1985, May). Watch that first step! Problems of transition from special to regular classrooms. Paper presented at the 109th annual meeting of the American Association on Mental Deficiency, Philadelphia, PA. (Audience of 30).

7. Fowler, S. A., Johnson, T. E., Chandler, L. K., & Kerns, G. M. (1985, May). Decision-making processes in families facing transitions. Symposium paper presented at the 109th annual meeting of the American Association on Mental Deficiency, Philadelphia, PA. (Audience of 35).

8. Fowler, S. A. (1985, May). A transition planning model" From preschool to kindergarten. Symposium chair at The Association for Behavior Analysis Conference, Columbus, OH. (Audience of 25).

9. Chandler, L. K. (1985, May). The family component in transition programming. Symposium paper presented at The Association for Behavior Analysis Conference, Columbus, OH. (Audience of 25).

10. Hains, A. H., & Kottwitz, J. E. (1985, May). Teacher's attitudes and behaviors: How do they effect the adjustment of handicapped children in mainstreamed settings? Symposium paper presented at The Association for Behavior Analysis Conference, Columbus, OH. (Audience of 25).

11. Kottwitz, J. E., Rowbury, T. G., Hains, A. H., & Baer, D. M. (1985, May). Kindergarten survival skills: Training two disruptive preschool children in group seatwork through sequenced checksheets and reinforcement. Poster presented at The Association for Behavior Analysis Conference, Columbus, OH.

12. Summers, J. A., & Kerns, G. M. (1985, August). A whole-family approach to early childhood education. Two day workshop presented teams of early childhood personnel for the North Dakota Department of Public Instruction, Mandan, ND. (Audience of 60).

13. Schwartz, I. S. (1985). Training teachers to manage children with behavior disorders in the classroom. Workshop presented to the Kansas City Missouri Special Education Department.

14. Hains, A. H., & Kottwitz, J. E. (1985). Teachers' attitudes and behaviors: How do they effect the adjustment of handicapped children in mainstreamed settings?. Paper presented at The Association for Behavior Analysis, Columbus, OH.

15. Johnson, T. E., Chandler, L. K., & Kerns, G. M. (1985, October). Individualizing family involvement in school transitions from specialized preschools to less specialized programs. Workshop presented at The Council for Exceptional Children and the Division for Early Childhood National Conference on Children with Special Needs, Denver, CO. (Audience of 40).

16. Hains, A. H., Rosenkoetter, S. E., Kottwitz, J. E., & Fowler, S. A. (1985, October). Preparing teachers and children for transitions from special preschool programs to public school kindergartens. Workshop presented at The Council for Exceptional Children and the Division for Early Childhood National Conference on Children with Special Needs, Denver,

CO. (Audience of 65).

17. Chandler, L. K., & Johnson, T. E. (1985, October). Take time to ask families what they want from your program. Workshop presented at The Kansas Association for the Education of Young Children Annual Conference, Topeka, KS. (Audience of 30).

18. Hains, A. H., Rosenkoetter, S. E., & Kottwitz, J. E. (1985, October). Kindergarten readiness: Some practical tips for teachers. Symposium presented at The Kansas Association for the Education of Young Children, Topeka, KS. (Audience of 65).

19. Rosenkoetter, S. E., Kottwitz, J. E., Fowler, S. A., & Hains, A. H. (1985, October). From special education to the mainstream: Planning school transition for young children. Paper presented at the Kansas Federation CEC State Convention, Kansas City.

20. Fowler, S. A., & Hains, A. H. (1985, October & November). Preparing children from developmental kindergartens for their next school placement. Two 1/2 day workshops conducted for developmental Kindergarten teachers, Wichita Public Schools, Wichita, KS. (Audience of 10 per day).

21. Rosenkoetter, S. E., Hains, A. H., Johnson, T. E., Kottwitz, J. E., & Schwartz, I. S. (1986, March). Transition to kindergarten: Building essential skills. Workshop presented at The McPherson County Early Childhood Association, McPherson, KS. (Audience of 35).

22. Fowler, S. A. (1986, March). Planning school transitions. Workshop conducted for the annual Kansas Division for Exceptional Children Conference, Salina, KS. (Audience of 30).

23. Chandler, L. K., & Lubeck, R. C. (1986, April). Maximizing and individualizing family involvement: Utilizing family needs and resources in early childhood programs. Workshop presented at The Midwest Association for the Education of Young Children, Peoria, IL. (Audience of 26).

24. Fowler, S. A. (1986, July). Parents and professionals working cooperatively. Keynote address for the third annual Alabama Division for Early Childhood Conference, Montgomery, AL. (Audience of 200).

25. Fowler, S. A., & Chandler, L. K. (1986, August). Transitions in early childhood services for handicapped children. Two day workshop presented to teams of early childhood-kindergarten personnel for the North Dakota Department of Public Instruction, Minot, ND. (Audience of 40).

26. Fowler, S. A., & Chandler, L. K. (1986, August). Transitions in early childhood services for handicapped children. Two day workshop presented to teams of early childhood-kindergarten personnel for the North Dakota Department of Public Instruction, Fargo, ND. (Audience of 50).

27. Schwartz, I. S. (1986, October). Controlling aggressive and self-injurious behavior in the lower functioning child. Workshop presented at the Second Annual Conference on Behavior Disorders presented by the Missouri Institute of Psychiatry, Lake of the Ozarks, MO. (Audience of 100).

28. Kottwitz, J. E., Johnson, T. E., Chandler, L. K., & Hains, A. H. (1986, October). Planning school transitions: Family and professional collaboration. Workshop presented at the National Early Childhood Conference on Children with Special Needs, Louisville, KY. (Audience of 50).

29. Fowler, S. A., Rowbury, T. G., & Schwartz, I. (1986, October). Help! How should I manage disruptive children in my classroom? Preconvention one-day workshop presented at The National Early Childhood Conference on Children with Special Needs, Louisville, KY. (Audience of 15).

30. Fowler, S. A., & Chandler, L. K. (1987, January). Planning for Transitions, Interagency Cooperation. Invited seminar to be presented at Southern Illinois University, Carbondale, IL.

31. Fowler, S. A. (1987, April). A timeline for planning transitions. Paper to be presented at the Council for Exceptional Children's National Conference, Chicago, IL.

32. Hains, A. H. (1987, April). Kindergarten readiness: Special and regular teachers' perceptions of prerequisite skills for entering school. Paper to be presented at the Council for Exceptional Children's National Conference, Chicago, IL.

33. Chandler, L. K. (1987, April). Involving families and professionals in transition planning: The transition planner. Paper to be presented at the Council for Exceptional Children's National Conference, Chicago, IL.

Publications during HCEEP funding period:
1984--1987

1. Chandler, L. K., Fowler, S. A., & Lubeck, R. C. (1986). Assessing family needs: The first step in providing family-focused interventions. Diagnostique, 233-245.

2. Fowler, S. A. (1986). Peer-monitoring and self-monitoring: Alternative to traditional teacher management. Exceptional Children, 52, 573-581.

3. Fowler, S. A. (in press). Transition plans for early intervention. Teaching Exceptional Children.

4. Fowler, S. A., Chandler, L. K., Johnson, T. E., & Stella, M. E. (in press). Individualizing family involvement in school transitions. Journal of the Division of Early Childhood.

5. Fowler, S. A. (1986). North Dakota manual for planning preschool transitions.

6. Hains, A. H., Fowler, S. A., Schwartz, I. S., Kottwitz, E., & Rosenkoetter, S. E. (in press). A comparison of preschool and kindergarten teacher expectations for school readiness. Early Childhood Research Quarterly.

7. Hains, A. H., Fowler, S. A., & Chandler, L. K. (in press). Planning school transitions: Family and professional collaboration. Journal of the Division of Early Childhood.

8. Johnson, T. E., Chandler, L. K., Kerns, G. M., & Fowler, S. A. (1986). What are parents saying about family involvement in school transitions? A retrospective transition interview. Journal of the Division of Early Childhood, 11, 10-17.

9. Rosenkoetter, S. E., & Fowler, S. A. (1986). Teaching children to manage daily activity changes in the classroom. Teaching Exceptional Children, 19, 20-23.

Consultations during HCEEP funding period:
1984--1987

1. HCEEP Project Staff. (1984-present). All staff have served as volunteers for the Lawrence Early Education Program,

conducting screening for at risk or developmentally delayed preschool children and participating in interdisciplinary planning and decision-making about those children.

2. Fowler, S. A. (1983-present). Executive Board Member, Lawrence Early Education Program.

3. Fowler, S. A. (1984-1985). Served on Kansas Early Childhood Services Planning Committee for Integration of Services.

4. Fowler, S. A. (1984-present). University of Pittsburgh Early Childhood Research Institute. Member of Advisory Board and consultant on current research addressing independent skills training and social integration of handicapped preschool children.

5. Fowler, S. A. (1984). TADS consultant. Provided on-site consultation to an integrated preschool/day care project affiliated with the University of Missouri in Kansas City.

6. Fowler, S. A. (1985-present). Member of Citizen's Advisory Committee for the Kansas State Plan for Early Childhood Services.

7. Fowler, S. A. (1985-present). Advisory Board member, Lawrence Kansas School District, Special Education Services.

8. Fowler, S. A. (1986). TADS consultant. Provided on-site consultation to an HCEEP project at Utah State University, Logan, UT.

9. Fowler, S. A. (1986). START consultant. Served as a consultant to the Alabama State Advisory Panel on Early Childhood Special Education.

10. Fowler, S. A. (1986). Developed a manual on Planning School Transitions for the North Dakota Dept. of Public Instruction.

11. Chandler, L. K. (1985). Consultant to Brookecreek Kidcare Center concerning physical therapy and gross motor programs in the infant classroom, Lawrence, KS.

12. Chandler, L. K. (1986). Consultant to the Services for Parent, Infant, and Child Education program concerning the development and implementation of transition procedures for transition from the infant program to the public school system, Bloomington, IL.

13. Kottwitz, J. E. (1986). Member of the Governing Board for Brookecreek Kidcare Center, Lawrence Housing Authority, Lawrence, KS.

14. Schwartz, I. S. (1986). Consultant to Brookecreek Kidcare Center concerning speech therapy and language training in the classroom. Lawrence, KS.

APPENDIX C

Samples of Other HCEEP Project Materials:

School Transition Needs
Assessment Checklist

School Transition Satisfaction Scale

Sample Pages from the Kindergarten
Teacher Interview

Kindergarten Follow-up Questionnaire

SCHOOL TRANSITION NEEDS ASSESSMENT CHECKLIST

Circle T, for "True," if the statement applies to a child going into or coming out of <u>your</u> program; circle F, for "False," if the item does not represent <u>your</u> program.

T F 1. There is an established written transition process.

T F 2. There are effective transition procedures which are applied to children and their families.

T F 3. Typically, a child's transition involves active participation by parents, sending staffs, and receiving staffs.

T F 4. Transition planning occurs well enough in advance so that transition-related events happen in a timely fashion.

T F 5. Transition-related events are communicated in such a way that everyone involved knows what to expect.

T F 6. Planning includes preparing the child to go to a new program.

T F 7. Generally, everyone involved in a child's transition understands when relevant meetings will occur.

T F 8. Generally, everyone involved in a child's transition understands who is responsible for any tasks to be completed.

T F 9. Sending and receiving staffs exchange relevant information before the child begins attending a new program.

T F 10. Families help assess child and family transition needs.

T F 11. Families communicate to staffs their desired level and type of involvement in planning their child's transition.

T F 12. There is continuity in services for the child and family before, during, and after the transition phase.

T F 13. Families and program personnel have an opportunity to evaluate the transition process each year to improve its effectiveness.

T F 14. Overall, the transition process has little or no need for improvement.

SCHOOL TRANSITION SATISFACTION SCALE

Directions: Mark the number which indicates your level of satisfaction or dissatisfaction with your child's school transition.

0 = Does Not Apply
1 = Extremely Dissatisfied
2 = Slightly Dissatisfied
3 = Slightly Satisfied
4 = Extremely Satisfied

Are you satisfied or dissatisfied with:

1. When you started planning your child's school transition?	0	1	2	3	4
2. Your child's program options?	0	1	2	3	4
3. Pretransition visits you or your child made to the new program?	0	1	2	3	4
4. Your child's readiness to enter kindergarten when he/she did?	0	1	2	3	4
5. Your child's adjustment to kindergarten?	0	1	2	3	4
6. Your family's adjustment to kindergarten?	0	1	2	3	4
7. The way your child's teachers communicated about your child?	0	1	2	3	4
8. Discussions you had with others about your child's transition?	0	1	2	3	4
9. Decisions you made regarding your child's transition?	0	1	2	3	4
10. Decisions others made regarding your child's transition?	0	1	2	3	4
11. The transition process from preschool to the new program?	0	1	2	3	4

Using the same satisfaction scale, how would you rate:

12. The time you spent helping prepare your child at home?	0	1	2	3	4
13. The decisions you made selecting a kindergarten for your child?	0	1	2	3	4

14. The decisions others made selecting a kindergarten for your child?	0	1	2	3	4
15. Your opportunities to participate in meetings about your child's transition?	0	1	2	3	4

Are you satisfied that your child's preschool teacher:

16. Communicated with you about your child's transition?	0	1	2	3	4
17. Addressed the topic of school transitions at IEP and other meetings?	0	1	2	3	4
18. Helped prepare your child for a new program in the classroom?	0	1	2	3	4
19. Helped you prepare your child for a new program?	0	1	2	3	4
20. Began planning for your child's transition at the right time?	0	1	2	3	4

Are you satisfied that your child's kindergarten teacher:

21. Communicated with you about your child's transition?	0	1	2	3	4
22. Helped your child adjust to the demands of kindergarten?	0	1	2	3	4
23. Helped you adjust to the demands of a new program?	0	1	2	3	4
24. Began planning for your child's transition at the right time?	0	1	2	3	4
25. Was prepared when your child began attending kindergarten?	0	1	2	3	4

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KINDERGARTEN TEACHER INTERVIEW

Teacher_____ Date_____

Classroom_____ Interviewer_____

School_____

Preliminary Questions

1. How many students are in your morning class?
   afternoon class?

2. What percentage of your students have had preschool or group day care (not home babysitting or daycare) before kindergarten?

3. How many special needs students do you have in a.m.? p.m.?

4. Have you adapted your program, materials, or schedule for any child in the last two years?

5. What types of services are available for special needs children and how many of your students are currently receiving these services?

Services Available	# of Students	
_____	_____	1. Speech/Language
_____	_____	2. Physical Therapy
_____	_____	3. Occupational Therapy
_____	_____	4. Music
_____	_____	5. Adaptive P.E.
_____	_____	6. Resource Room
_____	_____	7. Counselor/Mental Health Therapist
_____	_____	8. Tutor
_____	_____	9. Other, describe:

6. How many adults are typically in room?_____
   Of those adults, how many:
   _____ teachers
   _____ student teachers
   _____ instructional aides/paraprofessionals
   _____ parents
   _____ community volunteers
   _____ others (describe)

7. Does your classroom have any special environmental characteristics? (e.g., open classroom, trailer, bathroom/ no bathroom)

6. How long have you been teaching?

7. How long have you taught preschool/kindergarten?

4. TRANSITIONS

How important is it that the child:	Beginning of Year	Mid-Year	End of Year
A. Locates personal possessions and returns them to appropriate location (e.g., puts coat in closet)	1 2 3	1 2 3	1 2 3
B. Locates materials and replaces them or puts them in order when finished (e.g., gets crayons and returns them)	1 2 3	1 2 3	1 2 3
C. Goes to various areas in the room when requested and/or directed	1 2 3	1 2 3	1 2 3
D. Prepares for transition before teacher instruction (i.e. puts things away before activity ends)	1 2 3	1 2 3	1 2 3
E. Makes transitions from one activity to the next with one group instruction	1 2 3	1 2 3	1 2 3
F. Stays "on-task" during transitions	1 2 3	1 2 3	1 2 3
G. Makes transtions from one activity to the next using contextual cues (such as flipping the lights, piano chords)	1 2 3	1 2 3	1 2 3
H. Is able to line-up and stay in line en route to activity outside classroom	1 2 3	1 2 3	1 2 3

1) Are transitions between activities:

teacher-directed _____
child-directed _____
externally cued (by bell) _____

2) Usually does one activity end before another begins? Y/N

3) Do children move in a line from your classroom to any activity (e.g., recess, library, music room, or gym? Y/N

4) What other classroom transition skills are important in your classroom?

5) By what time in the year should a child be able to follow classroom routine with minimal assistance from teachers and peers:

_____Within first week
_____By the end of the 1st 3 weeks
_____By the end of the 1st 6 weeks
_____By the end of the 1st 9 weeks
_____By mid-year
_____By the end of the year

5. COMMUNICATION SKILLS

	Beginning of Year	Mid-Year	End of Year
A. Receptive language			
1. Comes to adults when called by name	1 2 3	1 2 3	1 2 3
2. Identifies soft and loud sounds	1 2 3	1 2 3	1 2 3
3. Discriminates between sounds in words	1 2 3	1 2 3	1 2 3
4. Recognizes rhyming words	1 2 3	1 2 3	1 2 3
5. Responds to "No," "Stop," "don't," and other warning words	1 2 3	1 2 3	1 2 3
6. Recognizes when a word is said incorrectly or correctly	1 2 3	1 2 3	1 2 3
7. Matches beginning and ending sounds in words	1 2 3	1 2 3	1 2 3
8. Associates sound and written symbol for entire alphabet	1 2 3	1 2 3	1 2 3
9. Identifies opposite concepts	1 2 3	1 2 3	1 2 3
10. Responds to position words (over, under, next)	1 2 3	1 2 3	1 2 3
11. Understands past, present, and future tense	1 2 3	1 2 3	1 2 3
12. Understands singular/plural contrast for nouns	1 2 3	1 2 3	1 2 3
13. Understands negative contrast has/doesn't have; is/isn't	1 2 3	1 2 3	1 2 3
14. Responds to appropriate common nouns and verbs	1 2 3	1 2 3	1 2 3
B. Expressive language			
1. Speaks intelligibly with few errors	1 2 3	1 2 3	1 2 3
2. Communicates needs and preferences (food, drink, bathroom)	1 2 3	1 2 3	1 2 3
3. Uses pronouns correctly (e.g., I, me, yourself, himself, her, she, us)	1 2 3	1 2 3	1 2 3

KINDERGARTEN FOLLOW-UP QUESTIONNAIRE

Child_____ Teacher_____

Classroom_____ Date_____

CHILD PERFORMANCE AREA	Severe Problem	Mild Problem	Not a Problem or a Strength	Strength	Definite Strength
1. Academic Skills. . . . . (Comprehension, memory, visual and auditory discrimination reasoning, learning, concept knowledge: e.g., letters, numbers, colors, shapes)	1	2	3	4	5
2. Independent Work Skills. . . . . (Working with minimal teacher assistance, attending to task, completes task neatly, correctly, and on time)	1	2	3	4	5
3. Following Directions . . . . . (Follows instructions to group, complies with individual directions, responds to directions within a reasonable period of time)	1	2	3	4	5
4. Transitions. . . . . (Stays engaged in transition activity, e.g., clean-up, locates and returns materials when finished, stays in line when moving to next area)	1	2	3	4	5
5. Communication. . . . . (Communicates needs and preferences, understands language, speaks intelligibly with few errors, expresses ideas, has adequate vocabulary)	1	2	3	4	5
6. Social Development . . . . . (Interacts with children and adults, shares, plays appropriately, expresses affection, emotions, and feelings appropriately)	1	2	3	4	5
7. Fine Motor/Perceptual Motor. . . . . (Copying, cutting, drawing, writing, pasting)	1	2	3	4	5
8. Gross Motor. . . . . (Walking, running, hopping, balancing)	1	2	3	4	5
9. Classroom Conduct. . . . . (Behaves appropriately)	1	2	3	4	5
10. Self-Care. . . . . (Toileting, washing, grooming, dressing, eating)	1	2	3	4	5
11. Maturity. . . . . (Child displays appropriate maturity)	1	2	3	4	5

	NOT READY	SOMEWHAT READY	READY
12. Expected Readiness for Next Grade. . . . . (Based on current school performance)	1	2	3

***

Overall, how satisfied are you with this child's progress and adjustment in your classroom? Please make specific comments on this form.

DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER DISSATISFIED OR SATISFIED	SOMEWHAT SATISFIED	SATISFIED
1	2	3	4	5